



The University of the State of New York  
The State Education Department

**DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)**



<b>BEDS Code</b>	261600010050
<b>School Name</b>	School 50-Helen Barrett Montgomery
<b>School Address</b>	301 Seneca Avenue, Rochester, NY 14621
<b>District Name</b>	Rochester City School District
<b>School Leader</b>	Connie Wehner
<b>Dates of Review</b>	December 8-9, 2015
<b>School Accountability Status</b>	<input checked="" type="checkbox"/> Focus School
<b>Type of Review</b>	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

**School Information Sheet for School 50-Helen Barrett Montgomery**

School Configuration (2015-16 data)					
Grade Configuration	PK-8	Total Enrollment	713	SIG Recipient	No
Types and Number of English Language Learner Classes (2015-16)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	3
Types and Number of Special Education Classes (2015-16)					
# Special Classes	4	# SETSS	3	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2015-16)					
# Visual Arts	1	# Music	3	# Drama	0
# Foreign Language	1	# Dance	0	# CTE	0
School Composition (most recent data)					
% Title I Population		86%	% Attendance Rate		94%
% Free Lunch		85%	% Reduced Lunch		5%
% Limited English Proficient		24%	% Students with Disabilities		18%
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		<1%	% Black or African American		49%
% Hispanic or Latino		28%	% Asian or Native Hawaiian/Pacific Islander		14%
% White		9%	% Multi-Racial		<1%
Personnel (most recent data)					
Years Principal Assigned to School		1	# of Assistant Principals		2
% of Teachers with No Valid Teaching Certificate		0%	% Teaching Out of Certification		0%
% Teaching with Fewer Than 3 Years of Experience		6%	Average Teacher Absences (Principal SPA Data)		8%
Student Performance for Elementary and Middle Schools (2014-15)					
ELA Performance at levels 3 & 4		6%	Mathematics Performance at levels 3 & 4		10%
Science Performance at levels 3 & 4 (4th Grade)		42%	Science Performance at levels 3 & 4 (8th Grade)		52%
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4		n/a	Mathematics Performance at levels 3 & 4		n/a
Global History Performance at levels 3 & 4		n/a	US History Performance at Levels 3&4		n/a
4 Year Graduation Rate		n/a	6 Year Graduation Rate		n/a
Regents Diploma w/ Advanced Designation		n/a	% ELA/Math Aspirational Performance Measures		n/a
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District			Focus School Identified by a Focus District		X
Priority School					

**Adequate Yearly Progress (AYP)**

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (2013-14 No)			
American Indian or Alaska Native	---	Black or African American	x
Hispanic or Latino	x	Asian or Native Hawaiian/Other Pacific Islander	x
White	---	Multi-Racial	---
Students with Disabilities	x	Limited English Proficient	x
Economically Disadvantaged	x	ALL STUDENTS	x
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (2013-14 No)			
American Indian or Alaska Native	---	Black or African American	x
Hispanic or Latino	x	Asian or Native Hawaiian/Other Pacific Islander	x
White	---	Multi-Racial	---
Students with Disabilities	x	Limited English Proficient	x
Economically Disadvantaged	x	ALL STUDENTS	x
DID NOT MEET Adequate Yearly Progress (AYP) in Science (2013-14)			
American Indian or Alaska Native	---	Black or African American	x
Hispanic or Latino	---	Asian or Native Hawaiian/Other Pacific Islander	---
White	---	Multi-Racial	---
Students with Disabilities	---	Limited English Proficient	---
Economically Disadvantaged	x	ALL STUDENTS	x
<b>PRIORITIES AS WRITTEN BY THE SCHOOL:</b>			
1. School administrators will demonstrate instructional leadership ensuring that each teacher receives monthly informal observations and provide teachers with meaningful, timely, and effective feedback related to their work.			
2. At least 80 percent of teachers will receive effective ratings in designing coherent instruction and at least 80 percent of the staff will participate in 36 hours of PD targeted at school-developed SCEP goals.			
3. Teachers will use instructional practices and strategies aligned to plans and include accommodations for groups of			

students with disabilities and English language learners to provide timely and appropriate instructional interventions and extensions for all students.

4. All staff members will demonstrate the ability to use skills and strategies from PD sessions to develop meaningful relationships with students.
5. Parent liaison, volunteer coordinator, and appropriate school staff will engage 80 percent of families within the school community in the educational process.

### Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, a Special Education School Improvement Specialist (SEIS) representative, and a representative from the Regional Bilingual Education Resource Network (RBERN).
- The review team visited a total of 61 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The three school leaders stated that they were appointed during August 2015 and had little input into the School Comprehensive Education Plan, scheduling, or teacher assignments. Additionally, the principal was on personnel leave from mid-October, 2015 until December 1, 2015.

### Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 2 OVERALL STAGE:</b>					<b>1</b>

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 3 OVERALL STAGE:</b>					<b>1</b>

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 4 OVERALL STAGE:</b>					<b>1</b>

**Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
---	-----------------------	---------	---------	---------	---------

5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**TENET 5 OVERALL STAGE:**

**1**

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TENET 6 OVERALL STAGE:</b>					<b>1</b>

<b>Tenet 2 - School Leader Practices and Decisions:</b> Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	<b>Tenet Stage</b>	<b>1</b>
---	--------------------	----------

The school is at **Stage One** for Tenet 2 – School Leader Practices and Decisions.

- According to school leaders, the previous supervisory team developed the School Comprehensive Education Plan (SCEP) with little input from the School-Based Planning Team (SBPT). The Integrated Intervention Team (IIT) found that goals in the SCEP were either vague or not measurable. In addition, some goals included mandates, such as those for professional development (PD) that cannot be enforced due to contractual restrictions. The goals also lacked strategies for achieving them. The school leaders stated that they are working with the SBPT, which includes seven teachers, three parents, the parent liaison, and the three school leaders, to revise the SCEP, but they provided no evidence of progress. The school leaders identified the following priorities: building systems and structures, interventions, differentiated instruction, and improving the school environment. With the exception of differentiated instruction, teachers were unaware of the school priorities. The review team did not find evidence of a plan for addressing how school staff will implement, measure, and evaluate these priorities.
- School leaders had limited input into the use of resources, but the decisions they made have not yielded measurable improvement. The school leaders reported that they created common planning time for grades seven and eight teachers, but teachers do not yet use this time to plan together by subject or grade. Although English language learners (ELLs) represent 24 percent of the student population, the IIT found that school leaders have not utilized available resources or developed support systems to meet the language and cultural needs of these students and their families. While many classes have co-teachers, the school leaders have not ensured that teachers’ provide differentiated instruction to meet the needs of the students. During the review, the IIT saw instances of disruptive student behavior and found that while security officers and other staff are in place, school leaders have strategically scheduled staff to monitor hallways in order to address disruptive and dangerous behavior.
- School leaders conduct teacher observations; however, there is no prioritized schedule for observations. The review team found that most observation reports described the lesson observed, but did not contain specific steps to improve student learning and did not address instructional practices to ensure that desired practices are implemented. Specifically, the reports did not address practices identified as focus areas, such as differentiated instruction or Universal Design for Learning. School leaders have not used the observations to target PD to improve instructional practices. The PD plan does not provide dates of training, specific topics responsive to the needs of teachers, resources, or expected outcomes. As a result, teachers do not consistently use the desired instructional practices.
- The school leaders reported that although they collect a wide range of student data, they have not developed school-wide systems to analyze these data. Specifically, they do not examine subgroup data to identify instructional needs or track the success of either academic or social/emotional health interventions. School leaders also do not analyze student performance data by teacher to assess

teacher performance and need for support. School leaders have set expectations for some staff practices; however, they stated that they do not collect data to monitor the implementation of their expectations. As a result, decisions are not consistently informed or modified by data analysis to ensure improved student outcomes.

**Recommendation:**

School leaders should collaboratively create a prioritized schedule for conducting frequent observations and walkthroughs. After observations, they should provide actionable feedback focused on the main elements identified by the SBPT, in particular, evidence of text-based discussion and checks for understanding.

**Tenet 3 - Curriculum Development and Support:** The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

**Tenet Stage**

**1**

The school is at **Stage One** for Tenet 3 – Curriculum Development and Support.

- School leaders stated that teachers use resources from EngageNY, Core Knowledge, and Expeditionary Learning and use pacing charts and elementary materials supplied by the district to guide curricula. However, the school leaders have not collected data and monitored practices to ensure that curricula and lessons address the New York State (NYS) Common Core Learning Standards (CCLS) and instructional shifts or provide differentiation for subgroups, such as ELLs and students with disabilities. School leaders and teachers reported that school leaders do not review lesson plans to ensure that they include differentiated instruction or instructional shifts. In interviews, teachers were unable to articulate expected planning practices except for differentiation. School leaders have not provided sufficient PD to ensure that teachers can plan lessons that support the CCLS.
- Classroom visits and reviews of lesson plans confirmed that teachers do not consistently plan lessons that support the CCLS and prepare students for the future. Some lesson plans were based on commercially produced programs, such as Expeditionary Learning and Core Knowledge, with no adaptations. Some plans included no learning objectives or no specific instructional strategies. Few lesson plans included scaffolds to meet student needs, particularly for ELLs and students with disabilities. The plans included few higher-order thinking questions, with most questions on the level of recall or understanding. The majority of lesson plans did not address the CCLS instructional shifts. For example, most lessons reviewed by the IIT did not include the use of text-based evidence for writing or discussion and did not include strategies for building vocabulary.
- School leaders and teachers stated that teachers do not plan interdisciplinary lessons or units. The IIT found that teachers’ lesson plans did not include connections between subjects. Although many classes contained computers, the IIT found that the programs used in many classes, such as Compass, IXL, Raz Kids, and Lexia, were not connected to lessons being taught and generally did not deepen student knowledge. School leaders reported that they did not monitor these programs for impact on student learning. Further, lesson plans and classroom visits showed that teachers did not use the

SMART Boards in classrooms as interactive tools to incorporate multiple modalities in lessons to address student needs.

- Teachers have data binders containing scores from assessments such as Aimsweb, Northwest Evaluation Association, and the New York State assessments. School leaders reported that they have not identified which data should be collected or how it should be organized and analyzed. Teachers and school leaders stated that teachers are not adept at analyzing data to inform their planning. Furthermore, school leaders do not always distribute data needed to address the needs of subgroups. For example, teachers indicated that New York State English as a Second Language Achievement Test (NYSESLAT) scores are not regularly shared with classroom teachers. The review team noted that teachers rarely posted student work, and the IIT did not see rubrics to help students understand expectations in any of the classrooms visited. Students reported that few teachers use rubrics and neither students nor teachers indicated that returned student work consistently includes feedback.

**Recommendation**

At the next scheduled meeting of the SBPT, identify the main elements to be included in all lesson plans. School leaders should communicate these elements to all staff within two school weeks of the meeting and use lesson plan reviews, observations, and walkthroughs to monitor implementation.

**Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

**Tenet Stage**

**1**

The school is at **Stage One** for Tenet 4 – Teacher Practices and Decisions.

- The school leaders have not clearly articulated their vision for instruction. School leaders stated that they have not yet set specific expectations for instructional practice. The school leaders and members of the SBPT reported that they are in the process of creating a document that lists expectations for instructional practices. School leaders do not use a district-designed classroom tool to monitor instructional practices and do not yet hold teachers accountable for using data to inform their practices. Although there is a protocol for looking at student work provided by the district, the review team saw little evidence that teachers use the protocol for examining student work.
- The review team found that most teachers’ lessons were whole-group with little student discussion, and teachers' lessons minimally included higher-order thinking questions and text complexity. Most teachers asked questions that did not require students to think critically or provide text-based evidence. During class visits, the IIT found that most teachers’ instruction did not sufficiently engage students in their learning, and as a result, students were not always on task, especially in the upper grades where student behavior disrupted many classes. The review team observed few teachers who engaged students of diverse abilities or learning styles using different modalities, strategies, or multiple access points. Few lessons provided opportunities for oral language development. In some classrooms, students worked in groups, but there was little peer-to-peer discussion, and teachers did

not provide routines to ensure that students worked together. In some classrooms, teachers assigned students Independent work that did not match students' skill level or challenge students' think critically. Examples of work included educational computer programs not related to the lesson, worksheets with fill-in answers, word searches, and, in grades two and three, coloring.

- Teachers stated they do not address different cultures and do not plan opportunities for acknowledging student diversity. In classrooms visited, the review team did not witness activities or discussion that allowed students to share different perceptions of events or talk about their unique experiences. Some students stated that when students answer incorrectly, other students sometimes laugh or make comments. Some students reported in interviews that they do not feel physically safe in the school, particularly in the hallways. Some students in lower grades stated that they were afraid of the students in the upper grades. During class changes, the team observed students exhibiting unruly behavior that endangered the safety of others in the hallways. In addition, the team noted that some teachers lock their doors to keep students in the hall from disrupting their class and students were often late to class.
- In most classrooms visited, the IIT found that teachers inconsistently used data to group students. Most groups were heterogeneous and did not take into account student instructional needs. School leaders stated that teachers needed more training in using data to adjust instruction. Although baseline assessments were administered, there was little evidence that teachers used assessments to measure student growth. In most classrooms, teachers did not check for understanding, thus teachers could not adjust instruction to meet student needs. In interviews, students indicated that teachers did not regularly return work back to students, and the comments included on work usually did not address next steps for improvement. Half of the students indicated that feedback centered on the use of conventions or legibility, rather than on how they could improve their communication skills in writing. Teachers and students stated that students do not receive the necessary feedback to understand their progress or to move to the next level.

**Recommendation:**

All teachers should provide opportunities for students to engage in structured discussions using text-based evidence in daily lessons with checks for understanding.

**Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

**Tenet Stage**

**1**

The school is at **Stage One** for Tenet 5 – Social and Emotional Developmental Health.

- The school leaders stated that a vision for social and emotional developmental health has not been articulated or shared with the school community. Additionally, school leaders reported that they do not track student progress over time to evaluate whether interventions are appropriate and effective for addressing specific student needs. The school leaders and student support staff stated that forms for collecting data on student social and emotional developmental health needs are available, but their

availability has not been communicated to all staff. Finally, school leaders have not established systems to manage poor behavior, particularly in the upper grades, and student behavior is one of the main barriers to learning.

- The core expectations for classroom behavior — self-control, teamwork, accountability, and respect (STAR) — are listed in a chart; however, they are not posted in all classrooms, and school leaders and teachers stated that there is no curriculum or program to teach these values. During class visits, the IIT noted that teachers did not address these values, even when students behaved poorly. Students reported that although students know the acronym STAR, teachers did not emphasize the expectation behaviors in classes in the upper grades and students did not view them as important. Students also stated that teachers did not consistently apply indicated consequences to disruptive student actions. The school leaders indicated that they have assigned security officers and staff to positions in the cafeteria and hallways, but there is no plan on how they will work together to address disorderly student conduct. School leaders acknowledged that there is no PD to address social and emotional developmental health.
- The student support team stated that they do not meet regularly, as a full team, to identify students with social and emotional developmental health needs. Student support providers, such as the social worker and administrator of special education, indicated that they oversee their cases, but do not regularly share information with each other, the psychologist, or other staff. Staff reported that the Hillside Family of Agencies provides a program for 30 middle school students to help them become career and college ready. The families of all students have the opportunity to apply; however, the school staff do not target students for participation. In addition, there are no mechanism in place for the school leaders or staff to gather pertinent data from the community-based organizations (CBOs) working with students.
- The school leaders and student support team stated that they review incident reports, attendance, and suspensions, but not academic data, to identify students in need of social and emotional health services. The IIT found that school leaders have not developed a system for using data to identify and address the social and emotional health needs of students. The review team observed several instances in which a student was in crisis in the hallway or sent out of the classroom for disruptive behavior, and staff handled these incidents informally without creating a record to track behavior and identify interventions to meet student needs. The school leaders and support staff reported that there are no benchmarks for referral and that most referrals are triggered by serious incidents. Staff also reported that students could receive support if they self-report, if parents request support, or if teachers identify students in need.

**Recommendation:**

The school leaders should immediately establish and communicate procedures to address hallway and cafeteria safety and orderly passing from class to class by:

- clearly defining active supervision of all areas of the school to ensure student and staff safety;
- having a supervisory staff member on the second floor beginning five minutes before the change of

classes to monitor that:

- all teachers are at their doorways during the change and greeting students by name;
- a security officer is on the second floor beginning five minutes before the change of classes.

**Tenet 6 - Family and Community Engagement:** The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

**Tenet Stage**

**1**

The school is at **Stage One** for Tenet 6 – Family and Community Engagement.

- The school leaders stated that they have not developed a vision for parent engagement and have not had meetings or workshops with parents about the school’s high expectations, nor are these expectations addressed in the parent handbook. In interviews, parents reported that teachers usually communicate expectations to parents in private conversations. School leaders, students, and parents reported the district has a guide on high school transition, but that the school has not held parent or student workshops on the transition to high school. One eighth-grader reported that, if she had not pursued information on her own about a special arts high school, she would not have known about the school and its requirements. School leaders, students, and parents also noted that there is no clear standard for placement in advanced academic classes. Parents and students interviewed by the IIT reported that students rarely received the placements they requested and that staff did not provide students with any explanations for why the placements had not occurred.
- School leaders and parents stated that written communications, including the parent handbook, are not routinely translated into pertinent languages spoken by families in the school. They also indicated that automated phone messages are provided only in English and not all teachers send home notices and therefore, not all parents receive the same information. Although parents stated that most teachers return phone calls, there is no system to ensure staff outreach to parents. In interviews, parents reported that not all teachers consistently share information about student performance and sometimes parents have to be proactive in pursuing information. For example, one parent noted that, despite efforts to contact teachers, she was unaware that her daughter was missing assignments and that her grades were dropping. Several parents stated that if they made the initial contact, most teachers were responsive, especially teachers in the lower grades. Although the school has interactive internet tools, such as ClassDojo and Parent Connect, school leaders, students, and parents indicated that few teachers use them to communicate. As a result, communication with families is not consistent or reciprocal.
- The school leaders stated there has been little focus on developing partnerships with parents and identified only two partnerships with CBOs. The school leaders noted that they had not formed partnerships with other CBOs because they did not yet have Memoranda of Understanding with the district. Parents reported that the district provides courses for parents that address home and school partnerships; however, school staff has not provided such workshops. School leaders and teachers stated that there has been no PD for staff on strengthening partnerships with parents. School leaders also acknowledged that they have not provided workshops for the families of ELLs or students with disabilities to help them support their children’s learning. Parents noted that, although they can

usually access their child's teacher, communication decreases as students reach the upper grades.

- Parents reported in interviews that some teachers provide more student information to parents than other teachers provide. Further, information shared does not regularly include next steps for students. School leaders have not established requirements for providing data, even on ClassDojo and Parent Connect. Parents and school leaders stated that the district does not present data on student performance, including that in report cards, in a way that parents can understand, and that the school has not provided training to help parents understand their children's achievement. Consequently, parents' ability to advocate for services to address their children's needs is limited.

**Recommendation:**

School leaders should develop and implement a language access plan to meet the written and oral language needs of all families by:

- prioritizing documents and signage to be translated into the languages spoken by students and parents in the school; and
- identifying and using available district supports, such as the Office of Adult Career Educational Services (OACES), online programs, school personnel, and community resources.